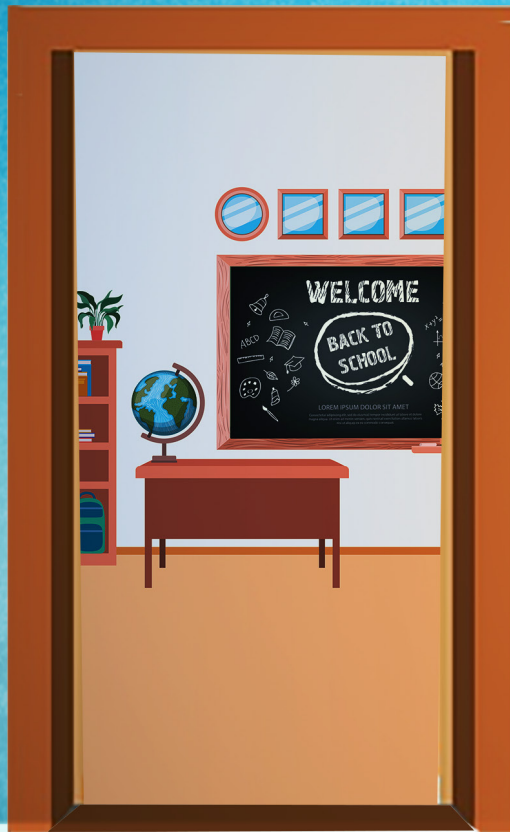


# FRAMEWORK FOR REOPENING OF SCHOOLS IN THE CARIBBEAN INCLUDING SCHOOLS FOR LEARNERS WITH SPECIAL EDUCATION NEEDS



**B**eginning in March 2020, Ministries of Education (MOE) across the Caribbean Community closed school operations as part of the various governments' COVID-19 pandemic response strategies to mitigate the spread of diseases. While the Caribbean Public Health Agency (CARPHA) has developed a set of guidelines for the education sector, there is a need for further elaboration to provide more precise guidance which captures specific recommendations on all variables related to the reopening of schools generally, and in particular schools for students with Special Education Needs (SEN).

In an effort to complete the second and third terms of the 2019-2020 academic year, the Ministries of Education and school administrators have initiated various forms of remote/ distance learning modalities. This has resulted in circumstances where parents have had to adopt practices of home schooling. There are however, thousands of learners across the region who have not benefitted from continued learning due to:

- ▶ **The lack of readiness of the education system to provide distance education (including where teachers themselves have had no access to the technology, and where this existed, were not trained to use the technology to provide education at a distance)**
- ▶ **The absence of basic amenities such as electricity**
- ▶ **The inability to access distance education given poor internet infrastructure and mobile technology hardware**
- ▶ **Parents not being able to provide an alternative method to continue their education.**

This is particularly so for students with SEN.

MOEs, having been caught off-guard to provide remote/ distance education for students at all levels, are now preparing for the new academic year 2020-2021 and beyond. In doing so, of paramount importance is the safety and health of all students, including SEN learners, inter alia, blind/visual impairment, orthopedic impairment, intellectual disability, specific learning disabilities (e.g. dyslexia, dysgraphia, autism spectrum disorder, attention deficit hyperactivity disorder, deaf/hearing impairment, Social, Emotional and Mental Health (SEMH), multiple disabilities (two or more) and the gifted and talented. This group, by virtue of their diverse needs, has been experiencing greater challenges than their peers in general education.

Online platforms used to reach students such as Zoom, Google Classroom and Microsoft Teams are inaccessible to many students and more so those with SEN as they were not necessarily designed for serving this population. It therefore means that all plans to continue educating students during this academic year, and to begin the new school year must be all inclusive to cater to the needs of all students in general and special education classrooms.

The Caribbean Development Bank (CDB) in collaboration with the CARICOM Secretariat and the International Institute of Educational Planning (IIEP) designed and hosted two online working meetings on May 28 and June 3, 2020. The first working meeting targeted stakeholders from the general education sector and the second targeted SEN stakeholders from MOEs and representatives of special education institutions and regional SEN agencies. The working meetings responded to the need to provide support to CARICOM States in their effort to maintain quality educational, inclusive of education for SEN learners. The key outcome of the meetings was to develop Regional Guidelines for the Reopening of Schools in the Caribbean (for schools providing general education and those catering to SEN learners). Participants

deliberated on three sets of specific questions as presented in Table 1 and proposed guidelines informed by existing frameworks for the reopening of schools. These gave consideration to the regional context and conditions, a focus on good practice, and alignment with regional and international commitments of countries. The resulting guidelines are a collection of suggested actions to be considered to ensure health and safety while ensuring the continuation of education, and in particular preparations to meet the challenges of the new school year. The guidelines should help countries to:

- ▶ **identify their strengths and gaps in responses**
- ▶ **survey the existing structures and processes in places that can be leveraged to fill gaps, and**
- ▶ **prioritise actions for the short and medium term.**

# Key set of questions for developing and implementing Regional Guidelines for the reopening of schools in the Caribbean

## GROUP 1

- What do you consider the basic education-related conditions that have to be fulfilled before the education system can consider reopening schools (data; policy; teacher preparedness; monitoring capacity), and before a school can open (hygiene; space; teachers)?
  - Will schools be required to prepare specific hygiene guidelines and will these be reviewed and approved by MOEs before these schools are allowed to open?
- How to get information on students' learning during school closure, and on their present needs?
  - Will schools/teachers be required to evaluate where students are academically once they return to school after this extended period away from the classroom?
- What provisions should be made for teachers and principals with co-morbidities to function in the school environment (if at all)? What protocols, if any, should be put in place in the event that students, teachers and/or staff become ill while at school?
- Should all school-related services be offered (food, school health, sports and other extra-curricular activities)?

## GROUP 2

- How to stagger school reopening
  - How to schedule (by shift, by day, by week)?
  - Which students, which schools, or which areas of the country get priority?
- What about the curriculum
  - Once opened, will schools be offering their full range of subjects or should schools be restricted to offering only core subjects in the 1st instance?
  - Consequently, will schools and teachers therefore be encouraged to engage in the other subjects at home or as part of homework?
  - How should continuous professional development be supported (including for online pedagogy)?
- How will the social distancing requirements in classrooms be operationalised to provide an inclusive and effective teaching/learning experience?
- What protocols must be observed from the home to school to minimise the risk of contagion?

## GROUP 3

- Who should participate/be consulted/ be informed in the decisions about school reopening, at a system level and at the school level?
- Who will take the decision on the reopening of non-public schools?
- How are teachers to interact with submission of work from students (assignment/students' workbooks etc.) and minimise contagion?
- How should ancillary staff function in ensuring a safe and clean environment?
- What level of support, financial but more importantly psychosocial, should schools and the system provide to learners during this transition period?



As presented in Figure 1, the themes are interrelated and are intended to provide specific guidance at the following levels:

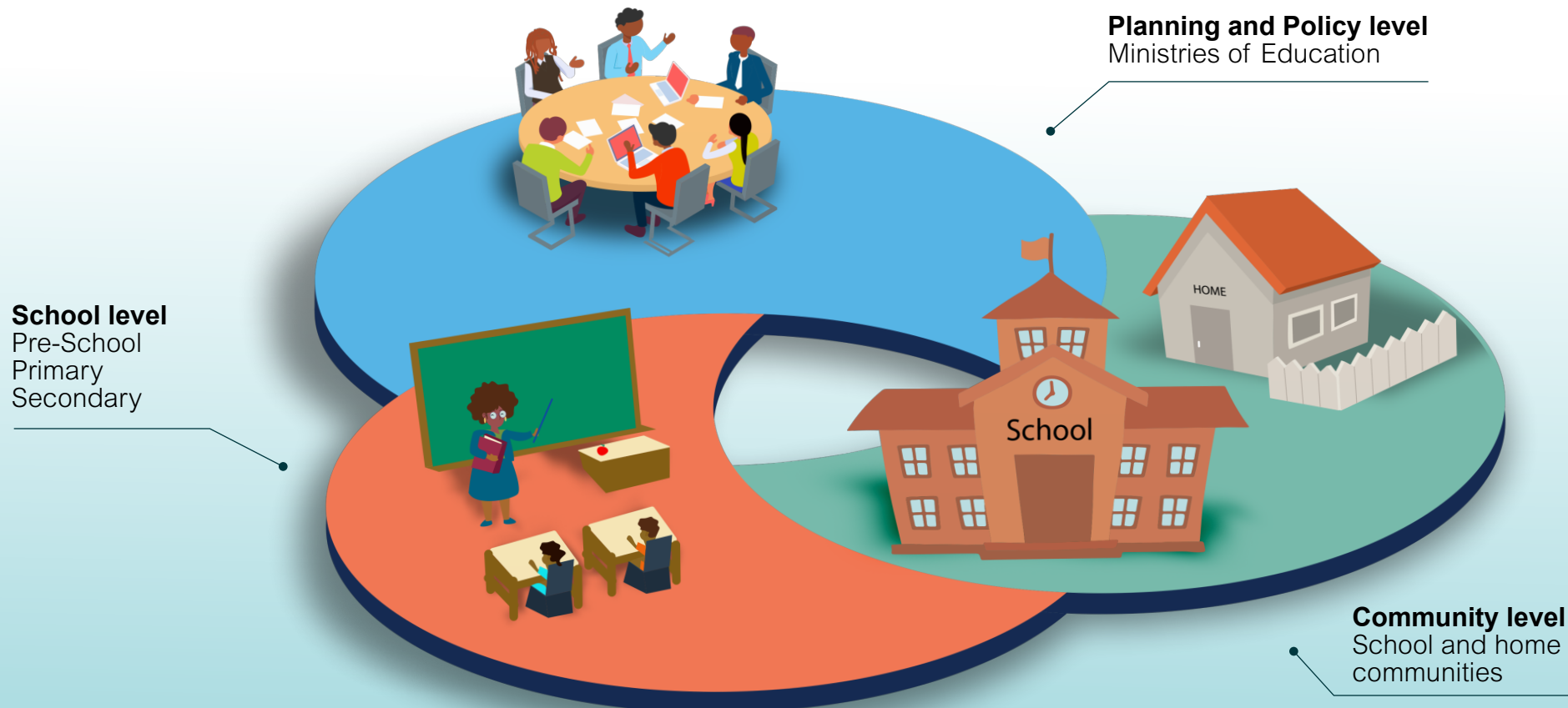
- 1. Planning and Policy
- 2. School
- 3. Community

Reopening is defined as the resumption of activities on the physical school site. Continuation refers to the ongoing efforts being undertaken to complete the academic year for students who are home bound due to schools being closed. The guidelines, as presented, inform the planning and implementation process to ensure that school the continuation and reopening process is seamless, minimally disruptive, consistent with overall COVID-19 mitigation measures, reflecting the divergent needs and

concerns of all stakeholders, and ultimately enhance the teaching and learning process.

Although developed collectively by regional representatives, these guidelines are flexible and can be adopted to the context of each country and updated as the situation changes. In the presentation of the Guidelines we have elected to publish these as one document. Guidance particular to school continuation and reopening for SEN learners are highlighted in **bold blue**.

**Figure 1:** Interrelated levels for the provision of guidelines



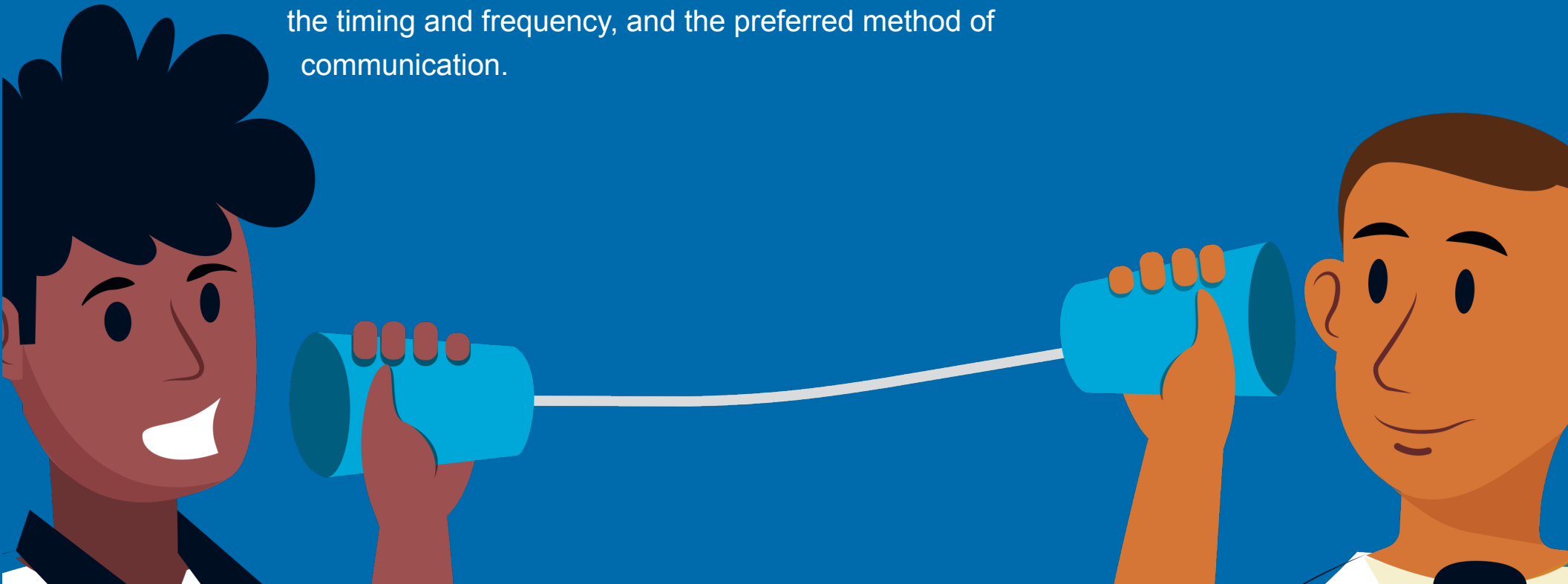


The recommended  
Guidelines comprise  
seven themes:



# Communication, Consultations and Coordination

A communication plan plays an important role in change management. Consultation with stakeholders is of primary importance to solicit stakeholder buy-in and maintaining good relationships. It clearly defines who needs to be communicated with, the type of information to be communicated, the timing and frequency, and the preferred method of communication.



## Planning and Policy Development Level

- ▶ Communicate regularly with teachers, parents, students and the public in general to ensure dissemination of accurate information on decisions made, and the role of all stakeholders
- ▶ Consult with stakeholders (e.g. students, parents, teachers, administrators, support staff, teachers' union) to ensure that multiple views are heard and taken into consideration to assist in the decision making process
- ▶ Ensure that Education Officers are well informed and can communicate accurate information to the schools in their care, and are in a position to offer recommendations based on situational analysis
- ▶ Engage public and private providers of education
- ▶ Use multiple channels of communication (Example: *radio, television, internet, community meetings (where possible) to inform all stakeholders about the different measures being taken to continue and reopen schools*)
- ▶ Communicate widely, transparently and effectively with all stakeholders to reassure all concerned that a safe and healthy environment is prepared and can be trusted
- ▶ Establish a hotline that stakeholders can access to express their views or to report any challenges identified.
- ▶ Provide coordination of the system wide response
- ▶ **Establish information in other media/recordings of protocols in the public space**

## School Level

### Consultations with all stakeholders to include, but not limited to:

- ▶ Government Ministries (MoE, MoH)
- ▶ School Boards (where applicable)
- ▶ Church Managers (where applicable)
- ▶ Parents, students, teachers
- ▶ Education Officers
- ▶ Teachers' Unions
- ▶ Community organisations
- ▶ Private sector, NGOs
- ▶ Past students' associations
- ▶ School transport providers
- ▶ Communicate regularly and transparently with stakeholders on decisions made and their role in ensuring safety, healthy conditions and teaching and learning
- ▶ Use multiple channels of communication (Example: *radio, television, internet, WhatsApp and community meetings where possible to inform all stakeholders about the different measures taken to continue and reopen schools*)
- ▶ Provide reassurance that measures are being taken to ensure the safety and health of all concerned
- ▶ Respond quickly to correct misinformation and put to rest any public fear
- ▶ Administrators at special and general education schools provide coordination at the school level to ensure a smooth transition

## Community Level

- ▶ Communicate and consult with community members to ensure buy-in
- ▶ Engage parents and key community members for training and dissemination of accurate information
- ▶ Use the PTA to assist in the training, consultations and coordination
- ▶ Communicate and consult with community members to ensure buy-in
- ▶ Engage parents and key community members for training and dissemination of accurate information
- ▶ Use the PTA to assist in the training, consultations and coordination
- ▶ **Town hall meetings (virtual) should be conducted to receive feedback on measures taken and to listen to concerns and suggestions**
- ▶ **Establish a dedicated phone number for parents and community members or consider a safe video conferencing platform to communicate with them**
- ▶ **Include parents on mailing lists/WhatsApp groups to receive frequent updates**



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- ▶ Host a series of workshops to assist teachers to help students and parents understand and commit to the new procedures being implemented

#### Information and Communication Technology Support

- ▶ Availability and Accessibility of Technology
- ▶ Virtual Platforms
- ▶ Video-Face Connection
- ▶ Mobile Phones
- ▶ Closed Caption (Hearing Impaired)
- ▶ Screen Readers (Visually Impaired)
- ▶ Braille
- ▶ Interpreters (Sign Language)

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- ▶ Public health experts and therapists such as speech and language pathologist, occupational therapist, physio therapists, special educators can collaborate to ensure that the special needs of the population are being considered to inform policy
- ▶ Have students with special needs deliver the message so it can be relatable
- ▶ Songs/Jingles and videos can also be developed and played at the school to constantly remind children how to complete correct hand hygiene and social distancing
- ▶ Provide students with Autism Spectrum Disorder with more visual information including social stories to assist with educating the students.
- ▶ Schools should collaborate with public health officials to create a training model to ensure all stakeholders are keeping up with health and safety protocols
- ▶ Use of braille and sign language where appropriate for communication and posters
- ▶ Ensure proper signage (consideration for deaf), use of pictures (consideration for intellectually disabled), and use of Public Address (PA) Systems (consideration for visually impaired) in schools to remind students to wash/sanitise hands, and direct them to wash stations
- ▶ Adapt all materials with visual support options depending on SEN students' method of communication

# Key Policy, Guidelines and Monitoring

Key Policy refers to either those existing or to be drafted which will promote safety, efficiency, risk reduction, and curricula modifications/adaptations. These are mandatory and will require guidelines for effective implementation and monitoring. Guidelines provide the framework to operationalise policy and so a set of recommendations or instructions will be necessary, and may vary based on the context for implementation.



## Planning and Policy Development Level

Use up to date data to drive policy decisions and guidelines

**School administrators will submit updated data on students with special needs as detailed below, so that policy decisions can be data driven:**

- Number of students in Special Schools
- Number of students in Special Education Units established at mainstream schools
- Number of students included in general education classes
- Number of students who are homebound
- Disaggregate students by gender, type of disability, region/district, locale
- Number of Special Education Teachers/Teacher's Aids
- Students with comorbidities/underlying health conditions
- Students in need of social support systems- e.g. nutrition
- Students whose parents may opt not to send them back to school
- Students who utilise support aids/shadows/caregivers
- Data on alternative spaces that schools may be able to utilise

### Policies, Guidelines and Monitoring Considerations

- ▶ Collaborate with all in-country associations and organised special interest groups catering to students with SEN such as those advocating for the hearing impaired, visually impaired, students with ASD and Learning Disabilities

## School Level

### Assess school readiness to reopen

- ▶ Audit school facilities/services and effect changes to ensure safe operations and effective teaching and learning
- ▶ Audit school facilities/services to collect data on status of bathrooms, water storage, number and size of rooms. Gather information on what space is needed for number of teachers /students by grade/class.

### Guidelines established on:

- ▶ Prioritising who goes to school on which day, type of lessons for how long and what they learn (curriculum modifications)
- ▶ Scheduling of the school day
- ▶ Number of students in each learning space
- ▶ Operationalising the reduced student-teacher ratio and its implication for staffing
- ▶ School feeding arrangements and spaces taken into consideration (facilities, eating arrangements)
- ▶ Approved school health and hygiene protocols
- ▶ Respiratory hygiene (implementation of social distance guidelines)
- ▶ Maintenance of hygiene measures for material, pool, equipment and frequently touched surfaces
- ▶ Waste disposal management
- ▶ Environmental management practices
- ▶ Deep cleaning of institution
- ▶ Psychosocial support and who will deliver (students and staff)

## Community Level

### Promote parental and community involvement

Collaboration to ensure engagement in the decision making process and the sharing of information on standards, protocols and expectations

- ▶ Share protocols to be observed from home to school to minimise the risk of contagion
- ▶ Clear Communication pathway established (e.g., Key messages/campaign) methods for parents and child/ward on hygiene, safety, etc. and protocols between the MoE and MoH or other authorities
- ▶ Ensure that all service providers (shops, vendors, barbers etc.) are aware of protocols for social distancing and all procedures
- ▶ Strategies to support vulnerable parents/guardians
- ▶ Drop off and pick up procedures established and shared
- ▶ **Communicate to public the phased approach to Re-Opening of schools and measures to be put in place prior to opening and post-opening**
- ▶ **Sensitisation of stakeholders regarding SEN**
- ▶ **Virtual town hall meetings to invite stakeholders (including parents) to voice concerns and needs**
- ▶ **Parents to ensure all school-aged children 3 years and up are equipped with masks**
- ▶ **Education/Awareness campaign via media (television/ radio/social media) encouraging hand washing at home and school as well as the proper use of masks**



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- ▶ Flexible placement mechanisms e.g. provisional placement in the absence of diagnostic assessment reports
- ▶ Establish protocols for teachers and student support staff (Aids/Shadow/Caregivers)
- ▶ Telehealth care for continuation of therapy, diagnostic assessment and other related services
- ▶ Monitor the pre-assessment of schools to determine the readiness status of schools to enforce social distancing based on number and size of classrooms
- ▶ Monitoring system introduced to ensure adherence to physical guidelines in all schools
- ▶ Establish and monitor sanitisation protocol for all school compounds prior to re-opening
- ▶ Develop and disseminate lesson plans on health and safety practices
- ▶ Provision of adequate supplies: hand sanitisers (minimum 70% alcohol) and soap per school (budgetary consideration)
- ▶ Implement stipulations regarding handwashing for staff and students (minimum 20 seconds) upon arrival at school and determine frequency and personnel to be in place to man washing stations and ensure proper hygiene is adhered to

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- ▶ Stipulate number of students per classroom according to physical size of classroom; use teacher enrolment data to assign teachers to classrooms
- ▶ Identify additional space within school if necessary and nearby locations (e.g. church hall, community centre)
- ▶ Administrators to ensure all school census data is current and provided to MOE
- ▶ Schools are to be opened to accommodate inspection and assessment by Physical Plant Officers (MOE) and MOH
- ▶ Decide on the best model for scheduling – shift system, rotation (students attending on different days), blended modality and present to the MoE for support
- ▶ Special consideration and priority may be given to students who may have wider learning gaps, students who may be able to adapt quicker to the protocols, younger vs older
- ▶ School Administrators to communicate current needs of schools to the MoE on a timely basis through the Education Officer or any other mechanism established by the Ministry
- ▶ Solicit volunteers through the PTA and community groups to assist with the implementation and monitoring of health and safety measures
- ▶ Establish virtual parent support groups

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- ▶ Parents to ensure students are dropped off and picked up on time
- ▶ Parents to monitor and assist students with Take-Home activities
- ▶ For students who may be homebound, parents/ caregivers must make themselves available to be trained to enable distance education
- ▶ As masks are required outside of the home, training is required to demonstrate how to wear a mask, when to take it off and cleaning of the mask
- ▶ Parents and other community stakeholders should volunteer to assist the school with implementation and monitoring of the protocols established for health and safety
- ▶ Schools and MoE/MoH to provide training for parents and other members of community in close contact with the school such as vendors

Psychosocial Support to be provided

- Supporting the vulnerable population
- Addressing mental health/ psychosocial support needs
- Coping techniques for parents and/or care-taker
- Listening “Care-Talk”
- Follow-up Consultations

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- ▶ Masks to be provided for all administrators and staff - teachers, clerical & support staff (budgetary consideration)
- ▶ Establish guidelines for height of wash stations to accommodate students with physical disabilities (wheelchair bound) and children of all ages
- ▶ Provide temperature monitoring devices needed for all schools to check staff and student temperature upon arrival
- ▶ Establish post for school nurse at each school
- ▶ Focus only on core curriculum areas – Language Arts, Mathematics, Science and Social Studies on timetable – Curriculum and Special Education Officers to advise on instruction hours per subject; Consider providing 1-hour instruction time virtually per day; Provide Take-Home activities; Use of technology to share instruction with students with SEN at home (Internet, Laptop, Zoom software)
- ▶ Establish guidelines for a shortened school day, phased reopening of schools and blended modality (face to face and distance) where appropriate. This may include a shift system where the lower levels attend school during the morning period while the others do so during the afternoon session
- ▶ Use data reflecting number of students utilising bus services to determine number of trips required to and from school and consider subsidy to ensure reduced number of students in buses

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- ▶ Review and revise time table to accommodate changes in daily activities
- ▶ Rotate teachers and students in the blended classroom; virtual school platform
- ▶ Vendors in and around the school compound are guided by Food Handlers requirements for licensing and all health and safety protocols
- ▶ The students with SEN will be included in all platforms of education where applicable
- ▶ Establish teams to provide intervention for students at risks in inclusive settings who have gaps in learning due to challenges with online learning
- ▶ Conduct parenting sessions to provide psychosocial support
- ▶ Intervention plans in place for students with SEMH needs
- ▶ Students with physical disabilities and those who use equipment such as wheelchairs and walkers will need to be considered when planning hygiene protocols. Access to appropriate washing facilities is critical

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- Participation in Webinars
- Parental tips

#### Information and Communication Technology Support

- Training in the use of technology
- Braille
- Closed Caption
- Screen Readers
- Interpreters (Sign Language)

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- ▶ Support for the continuation of elearning and the use of assistive technologies for assignments and homework to allow for more work to be completed during face to face contact with students
- ▶ Collaborate with the MOH in the development of health and safety policies/guidelines
- ▶ Develop policy to guide support for parents and caregivers of children with SEN who may not be able to attend school in the immediate future
- ▶ Students with Social Emotional and Mental Health (SEMH) needs will require more intensive and targeted intervention as the restrictions due to COVID-19 may have negatively impacted them more than many other students with SEN. Guidelines should be in place to manage the anticipated behaviours of students with SEMH needs
- ▶ Establish guidelines for the provision of virtual learning opportunities for the hearing impaired and deaf





# School Operations

School operations relate to the management of resources to ensure a safe, caring and effective teaching and learning environment. This includes the management of the human, physical and financial resources of the school, and the curriculum and its implementation.

School operations align with policies and standards outlined by the Ministry of Education.



## Planning and Policy Development Level

**Continuous/Remote Learning Framework** *(to consider as appropriate multiple methods for education/schooling each country to decide mix of onsite/blended/definition of “school” in legal framework)*

To contain as appropriate

- ▶ Guidelines on academic calendar, expectations for national and regional examinations, and learning assessment
- ▶ Approved pedagogical process for delivery and monitoring of curriculum (remote and onsite); *principles of learning and engagement principles*
- ▶ Guidance on timetabling and priority levels/students to reach (on site and remote) – *consider equity and vulnerability*
- ▶ Guidelines for teachers in Differentiated Instruction and Virtual classes
- ▶ Guidelines for technology use *Drive/ Partnerships with telecoms to support distance education*

### Monitoring and Evaluation

- ▶ Design comprehensive M&E mechanism to ensure that plans for continuing and reopening are implemented to ensure accountability and transparency

**Reaching the Marginalised** *(e.g. vulnerable populations- access/participation, special needs gender, struggling learners) Data on marginalised groups and services they access*

- ▶ Build into M&E intervention to impact various vulnerable groups;
- ▶ Tailor appropriate strategies for each group
- ▶ Consider curriculum compacting and greater emphasis on core subjects

## School Level

### Focus on Safety and Health

- ▶ Provide training for all school staff in health and safety protocols
- ▶ Ensure sufficient PPE and cleaning supplies.
- ▶ Implement procedures to manage entry to premises based on MOH/MOE decided protocols to include masks and temperature checks
- ▶ Establish internal committee (students, parent, health nurse/community partnership. etc.) to oversee health and safety
- ▶ Spaces organised to meet physical and social distancing requirements
- ▶ Support socialisation while practicing physical distancing
- ▶ Ensure safe access to school facilities
- ▶ Ensure the appropriate number/kind of support staff by school as per guidelines

### Focus on Teaching-Learning Environment

- ▶ Assess and address the quality of teaching and learning to ensure full student engagement
- ▶ Develop a school level plan for supporting skill building in learning/distance learning as appropriate
- ▶ Ensure that all students and teachers have access to devices and the internet
- ▶ Assess teacher competencies in online learning
- ▶ Provide facilities for online submission of classwork to include the use of WhatsApp to minimise contagion
- ▶ **Financial assistance to acquire assistive technology and assistive devices at school level being made available and will be relative to student need**

## Community Level

### Parents and Community Engagement

- ▶ **PTA meetings held virtually and face-to-face by grade with appropriate social distancing and the wearing of masks**
- ▶ **Vendors and other service providers trained in protocols**
- ▶ **Include parents on planning, implementation and monitoring committees**
- ▶ **Discuss options for transportation**
- ▶ **Reassure parents/community on student safety and health**
- ▶ **Educate parents/community on their role in ensuring safety and healthy practices**

Financial assistance to acquire assistive technology and assistive devices relative to the need (in country social welfare programmes)

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- ▶ Assistive devices and technology to be made available based on the needs of students with SEN
- ▶ Risk assessment at the school to directly address the risks associated with the Coronavirus so that measures can be put in place to control the risk for children and staff
- ▶ Install software on tablets that can monitor and track usage to ensure engagement in learning activities

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- ▶ Augmenting, where possible, transportation to/from school to manage exposure
- ▶ Regulate/adjust classroom seating arrangements whereby 36 square feet is provided for each student
- ▶ Provide wash stations at entrance of each school and within each classroom;
- ▶ Number of wash stations must be informed by data – e.g. number of students per block
- ▶ Train students in hand washing techniques, the proper use of masks and general health and safety measures
- ▶ Limit student interactions during cooperative group sessions and recess
- ▶ Install individual cubicles to help with physical distancing in classrooms with students who may not readily adhere to guidelines as a result of their disability
- ▶ Conduct virtual staff meetings to discuss needs and considerations regarding the reopening of schools
- ▶ Reinforce protocols through songs, jingles, posters, billboards, fliers etc.
- ▶ Schedule and enforce the use of temperature checks, hand sanitising for all staff upon arrival and throughout the day
- ▶ Ensure that ancillary staff engage in the sanitising of classrooms throughout the day

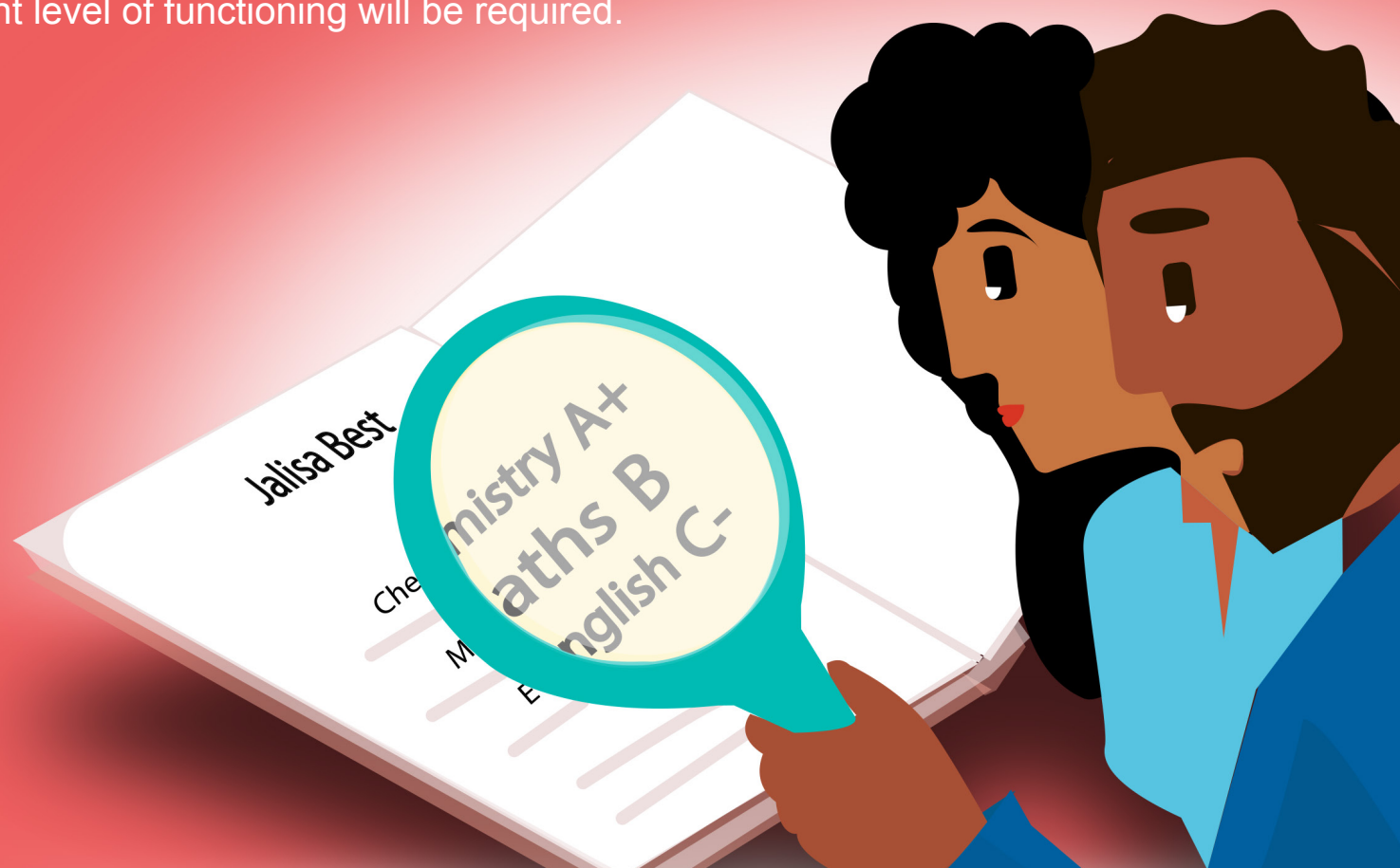


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- ▶ **Administrators and Middle Managers to monitor classes to ensure adherence to space regulations and other protocols**
- ▶ **Reduce the number of group work and collaborative activities**
- ▶ **Play equipment and stimulation aids sanitised daily and individually packaged**
- ▶ **School administrators in collaboration with parents to ensure that bus drivers are provided with student addresses to seamlessly organise new pick-up and drop off arrangements**
- ▶ **Make provisions for learners who cannot return to school, to be accommodated virtually**
- ▶ **Posters with handwashing procedure accessible in all bathrooms and classrooms. Simple language and big clear visuals. Demonstrations in class or/and whole school assembly**
- ▶ **Posters for social distancing and general body awareness and care. Pre-recorded videos to show handwashing, social distancing etc. Social stories**

# Assessment of Learning Needs

The magnitude of the impact of the closing of schools since March, 2020 on students' performance is not known. To determine the level of intervention and possible curriculum modifications by grade and subject, assessment of students' current level of functioning will be required.



## Planning and Policy Development Level

- ▶ Review curriculum content and assessment procedures to align with contact hours
- ▶ Provide guidance on the types of school-based assessments to be conducted to determine needs and identify gaps in learning
- ▶ Recommended the types of curricular/Individual Education Plans (IEP)/UNESCO International Institute for Educational Planning (IIP) modifications to be made
- ▶ Feasibility assessment to determine the most appropriate virtual learning environment for their unique school control
- ▶ Assessment and transition protocols for promotion by grade to be established using a variety of methodologies to include school based assessment, teacher recommendations
- ▶ Assess curriculum to see where students are in their learning and agree with adjustments that may be needed to the school curriculum over the coming weeks
- ▶ Assessment and transition protocols to the next grade using classroom teacher assessments and/or different types of informal observation

## School Level

- ▶ Assess and document students' performance to identify learning needs
- ▶ Ensure that instruction is based on assessment data
- ▶ Implement/enhance the use of Differentiated Instruction to cater to the needs of all students
- ▶ Use assessment data to determine which students may need an extended day (before or after school) so they may close gaps identified
- ▶ Review IEPs/IIPs to determine learning gaps and to revise goals and timelines
- ▶ Consider students' mental health and wellbeing and identify any student who may need additional support so they may begin to learn
- ▶ Provide support for teachers to administer and interpret assessment instruments
- ▶ Source available assessment instruments for teacher use
- ▶ Use assessment data to decide on promotion and retention of students
- ▶ **Increase concentration on Health and Family Life Education (HFLE) including healthy eating and exercising to build immune system and strengthen self esteem**
- ▶ **Use project type teaching and online software for homework**
- ▶ **Feasibility assessment to determine the most appropriate virtual learning environment for their unique school control**

## Community Level

- ▶ Parents encouraged to report any gaps/regression noticed in learning
- ▶ Intervention programmes discussed with parents
- ▶ Promotion or retention of students discussed and agreed upon
- ▶ **Should participate in rapid response survey**

# Human Resource

Human resource includes all the people who work at the school to include, for example, administrators, teachers, teacher assistants, school nurses, custodial workers, food service workers, office personnel, grounds workers, transportation workers, volunteers, and anyone else who is involved in the school's daily operations.





## Planning and Policy Development Level

- ▶ Based on protocol for social distancing which may lead to a reduced class size in most instances, determine the number of teachers required per school to enable class size reduction
- ▶ Determine the number of support staff (e.g. ancillary, security, canteen/ tuck shop) needed to effectively achieve the health and safety standards
- ▶ Develop guidelines for the utilisation of teachers in training (final year) and the recall of retired teachers to teach classes especially in high density urban schools, as appropriate
- ▶ **Employ additional janitorial staff to maintain a clean environment, particularly in the washrooms**
- ▶ **Provide additional drivers/vehicles to commute persons/learners using public transportation**
- ▶ **Allocation of funds for the hiring of school nurses and/or other health personnel to facilitate a smooth flow on the reopening of schools**
- ▶ **Planning and allocation of funding to ensure that guidance and counselling officers are present in every school**

### Training Programmes for staff Safety and Hygiene

- ▶ **Health Screening**
- ▶ **Quarantine and School Closure Policies**
- ▶ **Arrival / Departure Procedures**

## School Level

- ▶ Determine the number of teachers per subject and grade required to meet the MoE's guidelines for pupil/teacher ratio dependent on size of classroom
- ▶ Determine the number of support staff required to meet the guidelines for maintaining health and safety
- ▶ Collaborate with the Ministry to ensure the best model to maximise human resource
- ▶ Ensure that Guidance Counselors and school nurses are readily available to support students and staff
- ▶ Conduct sessions with all staff on proper hygiene practices and the importance of maintaining a clean environment
- ▶ **Mandatory training for teachers and other school staff with regards to hygiene practices, physical distancing, psychosocial support**

### Training Programmes for staff:

- **Safety and Hygiene**
- **Health Screening**
- **Quarantine and School Closure Policies**
- **Arrival / Departure Procedures**
- **Hygiene**
- **Cleaning**
- **Protective Gear**
- ▶ **Ensure availability of personnel for training sessions which should begin at least 2 weeks prior to the reopening of schools in September**

## Community Level

- ▶ Through the administrators and PTA, provide guidelines for the coopting of volunteers to assist with various aspects of school operations based on the new regulations in place
- ▶ **Community based education programmes geared at promoting good practices/correct attitudes towards and hygiene practices, physical distancing and psychosocial support.**

### Safety and Hygiene Training Programmes for parents and community members who interact with school regularly

- ▶ **Health Screening Community Stations**
- ▶ **Use and Importance of Sanitising Stations at all entrances and exits**
- ▶ **Use of Protective gear**
- ▶ **Visual Aides**
- ▶ **Safety and Hygiene Tips / Public Service Announcements**
- ▶ **Recognising the Symptoms of Covid-19**
- ▶ **Removal of trash daily and safe disposal (vendors)**
- ▶ **Pros and cons of physical distancing**
- ▶ **Know the Latest Facts**

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- ▶ Hygiene
- ▶ Cleaning
- ▶ Protective Gear

#### Physical Distancing

- ▶ Class Size and Staffing
- ▶ Classroom Space / Physical Distancing
- ▶ Mealtimes / Lunch Programms
- ▶ Recreation
- ▶ Transportation



# Infrastructure

School infrastructure refers to safe, suitable spaces to learn to include, for example, classrooms, laboratories, fields for games, equipment, dormitories and sanitation facilities. Sufficient space per child, electricity and internet connectivity are also important features of infrastructure.



## Planning and Policy Development Level

- ▶ Review and revise building standards to ensure that building codes are in compliance with the new policies/ guidelines for health and safety
- ▶ Inspect schools to ensure that classrooms, bathrooms, laboratories, fields for games, equipment, dormitories and sanitation facilities are compliant with established policies/guidelines
- ▶ Based on inspection report, prepare budget to upgrade facilities in the short and long run
- ▶ Mobilise private sector, churches and NGO's to partner with schools to improve the infrastructure
- ▶ Mobilise regional and international agencies such as the CDB, IDB, USAID and UNESCO to provide grants and loans to improve infrastructure
- ▶ Rationalise school space and consider merging schools with low enrolment which are in close vicinity to maximise infrastructural works
- ▶ Communicate to schools approved alternative types of classroom space (tents, church halls, community centres etc.)
- ▶ Partner with telecoms to support virtual education
- ▶ **Provide hand and face washing sinks at strategic points of the school building**
- ▶ **Provide proper garbage disposal equipment and ensure proper drainage systems are in place**

## School Level

- ▶ Determine capacity to provide sufficient space per child for each classroom based on its size
- ▶ Identify other suitable spaces within the facility (auditorium, gymnasium) or nearby (town hall, church hall) that can be used to accommodate the reduced pupil teacher and the impact it has on classroom space
- ▶ Renovate, improve or install (as necessary) hygiene facilities like washrooms, toilets and bathrooms
- ▶ Provide adequate numbers of handwashing stations and running water complete with soap and disposable hand towels
- ▶ Ensure electricity supply and internet connectivity to support the virtual classroom
- ▶ **Provision of hand and face washing sinks at strategic points of the school building**
- ▶ **Ensure proper garbage disposal equipment and drainage systems are in place**
- ▶ **Ensure there is an adequate supply of furniture**
- ▶ **Sick bays in place to monitor students who may show symptoms of sickness**
- ▶ **Regular maintenance of sanitary facilities**
- ▶ **Signs on the doors, walls, grounds using pictures to illustrate appropriate behaviours**
- ▶ **Rearrangement of classroom seating to support social distancing guidelines**

## Community Level

- ▶ Solicit community support to improve infrastructural works
- ▶ Community is mobilised to volunteer to assist with infrastructural works
- ▶ **Help with providing and maintaining an adequate supply of water at all times.**
- ▶ **Community cleaning campaigns which cater to the cleaning and maintenance of the immediate environment, region and/or area of the school**

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- ▶ **Creation of policies that include buildings and facilities requirement for schools, taking into consideration enrollment and school size**
- ▶ **The use of air-conditioned trailers or tents where necessary**

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**Modifications of facility to accommodate:**

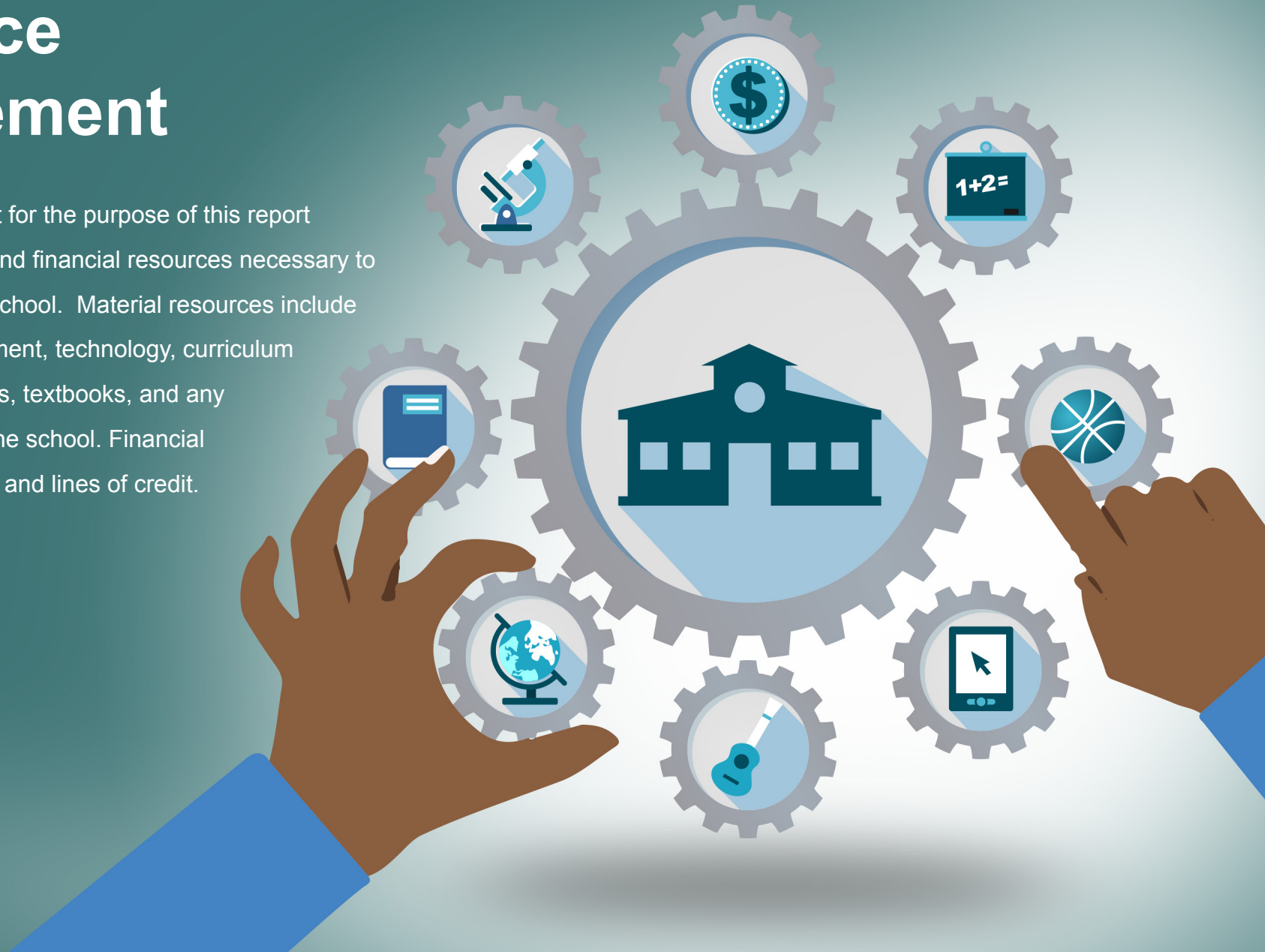
- ▶ **Markers to indicate social distancing around school environment**
- ▶ **Rearrangement and relocation of school furniture, sporting and playground equipment**
- ▶ **Hand sanitisation stations**
- ▶ **Disinfection stations near entrances, exits and restrooms**
- ▶ **Signs, posters, symbols mounted around environments outlining safety protocols**
- ▶ **(age appropriate; eye level to accommodate students in wheelchairs)**





# Resource Management

Resource management for the purpose of this report includes the material, and financial resources necessary to efficiently operate the school. Material resources include school furniture, equipment, technology, curriculum materials, manipulatives, textbooks, and any other materials within the school. Financial resources include cash and lines of credit.



## Planning and Policy Development Level

- ▶ Budgetary allocation for required facilities upgrades; PPE for staff; *and additional staff in event of illness or teacher shortage*
- ▶ Collaborate with schools to identify areas of priority to effect the necessary changes and staff training needs
- ▶ Assess the resources of each school and identify financing for investment in the following areas:
  - Sanitation and hygiene
  - Water and other infrastructural needs
  - Training for staff
  - Personal protective equipment
  - Additional staff where necessary
- ▶ Ensure that all schools have an operational budget adopted to the situation

*Financing in place for modified/new education programming as developed*

- ▶ **Assess infrastructural needs based on guidelines sent to schools, and effect necessary changes**

**Increase subvention to each school:**

- ▶ **To accelerate additional ancillary staff**
- ▶ **To maintain level of improved hygiene conditions**
- ▶ **To purchase personal protective equipment**
- ▶ **To access professional training**
- ▶ **Improved connectivity to facilitate online learning**

## School Level

- ▶ Based on needs assessment, prepare budget for all infrastructural works, and human resources necessary to implement health and safety standards
- ▶ Establish committees with a broad cross section of stakeholder representatives to assist with resource management and monitoring
- ▶ Mobilise stakeholders to donate human and material resources
- ▶ Students trained and monitored in the protection and preservation of infrastructure designed to promote health and safety
- ▶ **Ensure that virtual learning portal screen is readable by parents who are blind**
- ▶ **Include closed caption (CC) during virtual learning presentation for parents who are hearing impaired**

## Community Level

- ▶ Mobilise PTA and other community members to invest resources to ensure the maintenance of health and safety standards within the home and school communities
- ▶ Parents and community contribute to offset the financial constraints to ensure the successful implementation of a safe and healthy environment



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